

The Tennessee Comprehensive Assessment Program Alternate Portfolio Assessment (TCAP-Alt PA) Post Test Brochure

Purpose of this document

This information is provided to assist you in understanding the Tennessee Comprehensive Assessment Program – Alternate Portfolio Assessment (TCAP-Alt PA). TCAP-Alt PA is the alternate assessment part of TCAP, which is administered annually to all students in Tennessee. TCAP-Alt PA is designed for students with moderate, severe, and profound disabilities who cannot participate in regular TCAP assessments, even with testing accommodations. The TCAP-Alt is a performance-based assessment of student academic progress in the content areas of reading/language arts, mathematics, science, and social studies.

Participation of all students in statewide assessments is required by federal law—the Individuals with Disabilities Education Act Amendments of 2004 (IDEA '04) and No Child Left Behind of 2001 (NCLB '01) - and ensures that your child is assessed on the same learning standards as all students in Tennessee. It allows parents and educators to know how students with significant disabilities are progressing toward learning the knowledge and skills contained in the Tennessee Curriculum Frameworks. The purpose and uses of the Alternate Assessment corresponds to those of the general or regular assessment (Tennessee Comprehensive Assessment Program [TCAP]). TCAP-Alt PA will produce information useful for planning and instruction at system, school and student levels, and it will provide valid and reliable data to document program effectiveness

The TCAP-Alt is an assessment of school programs—not students. Teachers, parents, and administrators will use the results of this assessment to make individual educational plan (IEP) and instructional decisions to enhance program opportunities for your child.

The TCAP-Alt PA is developed individually for each student, so that it focuses on academic skills that are relevant for your child. It provides a different way for your child to show what s/he knows and what s/he can do in his/her school program. The TCAP-Alt portfolio is a journal completed throughout the school year that shows in pictures, words, products and activities what a student knows and is able to do.

The report depicted inside is an independent appraisal of the student's portfolio conducted by Measurement Incorporated, the scoring contractor. During the portfolio appraisal process, individual readers evaluate the materials based on the rubrics (scoring guides) developed by the state. At least two independent evaluations are made to arrive at a score. Evaluations that differ are resolved by more senior staff or by teams of evaluators. Scores are combined according to formulae developed by the state to determine an overall Performance Level.

Rubrics

Unless otherwise indicated, student portfolios are assessed using a Regular Rubric that addresses all of the Program Areas shown in the report.

Portfolios documenting the activities of out-of-state transfer students, those attending school on an abbreviated schedule or those with excessive absences may be assessed with a **Modified Rubric** that limits the maximum score that may be awarded.

Portfolios documenting the activities of students declared homebound for the entire year or those attending special schools may be assessed with a **Homebound Rubric** that restricts assessment to the Content and Choice dimensions and limits the maximum score that may be awarded.

Subject Areas

TCAP Alt Portfolio assessment is not required in grades K-2 unless the district conducts testing for all students. In those cases, the particular subject area(s) assessed may vary from district to district.

For students in grades 3-8, portfolios documenting activities in all four subject areas (Math, Reading/Language Arts, Science, and Social Studies) are required. Subject areas not assessed are declared Below Proficient.

For high-school students, the portfolio assessment is determined by the student's IEP. Prior to exiting high school, however, students must test in three subject areas: Math, Reading/Language Arts (including writing), and Science. Suggested grade level assessments are:

> Math Grade 9 Grade 10

Grade 11 Reading/Language Arts (Required)

Performance Levels

Performance levels are determined by formulae that combine the scores awarded to the portfolio in each of the Program Areas. Definitions of the performance levels appear just above in the description of the student's progress. There are three levels of performance: Advanced, Proficient, and Below Proficient, Performance levels for subject areas not assessed are labeled Not Applicable. Performance levels for subject areas not assessed but which are required are declared Below **Proficient**

STUDENT, JOHN Q Student:

DOB: 01/01/1993

Rubric: REGULAR

Class: MARY TEACHER School 00015 - CLAXTON ELEM

Student Progress

00010 - ANDERSON COUNTY

TCAP - ALT 2005-2006

Individual Student Report

MATHEMATICS

This score is based on the evidence of progress that the student made on a targeted skill linked to the Tennessee curriculum standards as documented in the student's portfolio.

John's program offers opportunities to progress on multiple, standards-based activities that are age appropriate. John is also provided extensive opportunities to make choices within activities, to receive natural support and appropriate adaptations, to receive instruction in varied and inclusive settings, and to interact with non-disabled peers in a variety of situations and settings.

Advanced

Student Progress

Performance Level:

Program Supports Program Area Description Score The portfolio contained evidence of 3 different Content Based on the Content Standards, each with a valid activity related to the API* and graphing of 20 occurrences of data collection evidence in the 45 portfolio, the ing progress throughout both data periods. extent of suppo provided to the he portfolio contained evidence that the student was Choice student by the ffered at least 3 types of choices related to at least 3 18 school prog was rated. Settings ne portfolio contained clear and valid evidence that the geted skill was taught in 4 or more different inclusive 10 he portfolio contained clear and valid evidence of Supports tural support related to at least 3 activities. 10 The portfolio contained clear and valid evidence of Peer Interaction student interactions with non-disabled peers related to 3 10 lifferent APIs* assessed.

Program Supports

READING

This score is based on the evidence of progress that the student made on a targeted skill linked to the Tennessee curriculum standards as documented in the student's portfolio.

John's program offers opportunities for standards-based activities that are age appropriate and functional, as well as some opportunities to make choices within activities, receive support from special education personnel and others, receive instruction in multiple settings (some of which are inclusive)

Performance Level: Proficient

	Program Area	Description	Score
Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Content	The portfolio contained clear and valid evidence of 3 different Content Standards, each with a valid activity related to the API* and graphing of 20 occurrences of data collection showing progress throughout both data periods.	50
	Choice	The portfolio contained evidence that the student was offered 1 type of choice related to 1 activity.	10
	Settings	The portfolio contained clear and valid evidence that the targeted skill was taught in 4 or more different inclusive settings.	10
	Supports	The portfolio contained clear and valid evidence of support only by special education staff and 1 or more peer tutors.	4
	Peer Interaction	The portfolio contained clear and valid evidence of student interactions only with other students receiving special education services.	2

* - Alternate Performance Indicator

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Program Area Scores

Content – The degree to which the activities for instruction, performance and generalization are age appropriate, functional and meaningful.

Regular Rubric 50 points maximum Modified Rubric 30 points maximum Homebound Rubric points maximum 30

Choice – The degree to which the student has the opportunity to make content related choices within activities; valid choice-making opportunities give the student control over his/her environment and facilitate ownership of performance.

Regular Rubric 20 points maximum Modified Rubric 12 points maximum Homebound Rubric 12 points maximum

Settings – The degree to which multiple inclusive settings or environments are used for instruction and/or generalization (e.g., integrated, general education classroom; library; cafeteria; playground; campus; restaurant; store; etc.).

Regular Rubric 10 points maximum Modified Rubric points maximum Homebound Rubric not assessed

Supports – The degree of effectiveness of accommodations and adaptations provided during instruction.

Regular Rubric points maximum Modified Rubric points maximum Homebound Rubric not assessed

Peer Interactions – The degree to which the student has access to non-disabled peers during program instruction.

Regular Rubric points maximum Modified Rubric points maximum Homebound Rubric not assessed